ANDRAGOGY-BASED APPROACH LEARNING IMPLEMENTATION IN OPEN HIGH SCHOOL

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ABSTRAK

Abstrak: Tujuan penelitian untuk mengkaji implementasi pendekatan pembelajaran berbasis andragogi di SMA Terbuka di Kabupaten Bandung. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Pengumpulan data yang digunakan meliputi wawancara, observasi, dan studi dokumentasi. Analisis data yang digunakan adalah teknik triangulasi. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran andragogi di SMA Terbuka memerlukan perencanaan yang matang, persiapan mental siswa, penguatan dan motivasi, serta proses pengkondisian. Namun, kesulitan seperti instruksi yang berpusat pada guru dan partisipasi siswa yang minimal tetap ada. Selain itu, penelitian ini menekankan pentingnya strategi pengajaran yang efektif, evaluasi berkelanjutan, dan upaya untuk meningkatkan hasil belajar. Temuan ini berkontribusi pada pemahaman yang lebih baik tentang tantangan dan solusi potensial untuk menerapkan andragogi dalam pengaturan pendidikan non-tradisional, sehingga memberikan praktisi pendidikan dan pembuat kebijakan wawasan untuk meningkatkan kualitas pendidikan di lembaga serupa.

Abstract: *The purpose of the study was to examine the implementation of andragogy-based learning approaches in Open High School in Bandung Regency. This research uses a qualitative approach with a case study method. Data collection used includes interviews, observations, and documentation studies. The data analysis used is a triangulation technique. The findings indicate that the implementation of andragogy learning in the Open High School requires meticulous planning, mental preparation of students, reinforcement and motivation, and a conditioning process. However, difficulties such as teacher-centered instruction and minimal student participation persist. Additionally, the study emphasizes the significance of effective teaching strategies, ongoing evaluation, and efforts to enhance learning outcomes. These findings contribute to a better comprehension of the challenges and potential solutions to implementing andragogy in non-traditional educational settings, thereby providing educational practitioners and policymakers with insights to improve the quality of education in similar institutions.*

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A. INTRODUCTION

Formal and non-formal education are methods to develop a good human personality and lasts for a lifetime. Through the process of education, a country strives to make progress in various aspects of its existence, including economic, social, political, scientific, technological, and other cultural aspects. Through the process of education, a nation endeavors to attain the national objectives to which it has aspired. Education is a crucial area of focus in developing nations (Hasan & Nurhayati, 2012). Since this is one of the fundamental rights outlined in

Article 29 of the Constitution of 1945. Similarly, the fourth amendment to the Constitution states with greater clarity that the implementation of education is one of the human rights that the state must consider. Citizens who have not had access to at least nine years of compulsory education can exercise their rights through education equality(Sondari et al., 2018; Umar, 2018). The problem of equal distribution of education arises because the Constitution of 1945 guarantees the right to education to all citizens. In Indonesia, the problem of impartial distribution of education has existed for

decades(Kosmara et al., 2021; Raharjo, 2018; Septiarti et al., 2022). This issue creates disparities in education for the disadvantaged. Therefore, the advancement of education is crucial to the nation's development(Hasan & Nurhayati, 2012; Metboki et al., 2020; Nurhayati, 2021; Purwasasmita, 2015).

There are currently numerous other issues, such as the fact that not all school-aged children have completed nine years of elementary education. In addition to not having completed nine years of fundamental education, many children do not continue or drop out of school because their parents cannot afford to send them to higher levels of education. This obligates the government to provide as many education services as possible without discrimination. There are numerous government initiatives to ensure that all segments of society have access to education. The completion of nine years of compulsory education requires concrete measures to reach economically, socially, and geographically disadvantaged children from the lower strata of society. On the other hand, these disadvantaged school-aged children have limited time, so they are unable to attend conventional schools because they must assist their parents with their jobs. This population of disadvantaged children must continue to be served so that they, like other children, have access to education. Through the Open High School Policy, the government issued an education policy to address this issue.

SMA Terbuka is offered to junior high school or MTs graduates who desire to continue their education but are unable to attend regular high school due to financial or geographical constraints (Siahaan S, 2013). SMA Terbuka is concerned with equitable access and growth, quality enhancement, and the efficacy and efficiency of educational services. The policy is anticipated to provide an option for children who wish to continue their education in secondary school. Since the 1979 school year, when the Open School was established as an educational reform, the Open High School policy is still in effect. Students who have graduated from the equivalent junior high school but are unable to continue their education at the regular equivalent junior high school can be accommodated and educated at the Open High School. Open high school students range in age from 15 to a maximum of 21 years old. SMA Terbuka is not intended as a distance education system; rather, it is the parent of the parent high school or conventional high school located closest to it. Open High School is a "child" of the nearby regular high school, and there are also teachers from the regular high school who are always available to assist students. Although open schools are undervalued in comparison to traditional schools, their existence is still extremely beneficial for children who have difficulty obtaining an education.

Due to the varying ages of students in the adult category, the learning that takes place differs from the learning that takes place in traditional high schools. Andragogy is utilized in open secondary school settings. Andragogy can be understood as the science and practice of adult education (Nurhayati, 2015). Therefore, andragogy is the science of guiding or leading adults to effect changes in their knowledge, attitudes, values, and abilities(Muslikhah et al., 2018; Sufirmansyah, 2023). Learning imparted to adults can be effective (faster and more memorable) if the instructor (coach, teacher, tuner, instructor, etc.) does not dominate the class group excessively, speaking less, but instead endeavors to make the adult individual capable of discovering alternatives to develop their personality. A good mentor should make an effort to listen and accept another person's ideas, then evaluate and respond to their queries. Adults are inherently creative creatures if someone can mobilize or investigate their latent creative potential. In this endeavor, specific skills, and strategies applicable to such learning are required. In addition, adults can be taught more actively if they feel engaged in learning activities, particularly if they contribute thoughts and ideas that make them feel valuable and deserving in front of their peers. In other words, adults will learn better if their personal opinions are respected, and they will be happier if they can contribute ideas and express their ideas, as opposed to the mentor imposing his own theories and ideas on them (Nurhayati, 2015; Sufirmansyah, 2023; Wang et al., 2020).

Bandung Regency has thus far implemented open schools in response to the education-related issues. Sekolah Terbuka Tempel was founded in 1987 and held classes at the Pondokrejo Tempel Village Hall, but in 2017 it made the decision to enroll in SMA PGRI 31 Pangalengan. The

establishment of SMA PGRI 31 Pangalengan is intended to assist underprivileged students continue their education in high school. Currently, SMA Terbuka PGRI 31 Pangalengan accommodates not only economically disadvantaged students but also students with low test scores who are not accepted into regular institutions. Because it is inductive, the facilities and infrastructure of SMA Terbuka PGRI 31 Pangalengan are identical to those of SMA PGRI 31 Pangalengan.

This research intends to investigate the implementation of education in an open high school. Due to educational paradigm shifts and technological advancements, increasing the quality of learning in open high schools is a top priority. As a research subject, SMA Terbuka 31 Pangalengan is representative of schools of a similar nature throughout Indonesia; therefore, a thorough comprehension of how andragogy learning is implemented there can provide valuable insights into potential challenges and solutions faced by similar institutions. This study aims to make a significant contribution, particularly in the context of andragogy implementation in open high schools. Through a comprehensive analysis of learning at SMA Terbuka PGRI 31 Pangalengan, this research enables educators and policymakers to better comprehend the obstacles open schools face in implementing effective curriculum and learning methods.

B. RESEARCH METHOD

This study employs a qualitative approach and descriptive methodology. Qualitative research seeks to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and the individual and collective thoughts of humans. This study was implemented between March 2023 and May 2023 at SMA Terbuka PGRI 31 Pangalengan, which is located at Jalan Raya Pangalengan No. 332 in Bandung Regency. The subjects of this investigation included the Principal, Homeroom teacher, and Students. Utilized data collection methods include interviews, observations, and documentation studies. Data was analyzed using data collection techniques from the Miles and Huberman model, including data reduction, data presentation (data display), and conclusion drawing or verification. Using source triangulation techniques, validate the data's accuracy(Miles & Huberman, 1994).

C. RESULTS AND DISCUSSIONS

1. Andragogy-based Learning Planning at Pangalengan Open High School

the theory of adult education, a teaching design is also required for the adult teaching process to operate efficiently(Biney, 2019; Muslikhah et al., 2018). Findings from the observation and interview showed that SMA Terbuka tutors also organize and implement the learning process. As a result of the andragogy planning that has been compiled, the learning process will be tailored to the preferences of adult students in several ways, including: 1) Identify the general purpose of teaching formulated by the supervisor and approved by the principal; 2) The teacher or tutor conducts a teaching analysis before the material is presented, using questions and observations of adult students; 3) The teacher or tutor identifies the input behavior and characteristics of students or conducts an assessment to examine the initial data more closely and record everything related to students who will be tested; In addition, the teacher or tutor develops benchmark reference test items and teaching strategies, including the application of andragogical principles. However, andragogy is not the only strategy employed; other strategies, such as individual guidance and conventional teaching methods, are also utilized. Students must continue to be taught using conventional techniques. Previous researchs reported that effective andragogy approach implementation usually begins with learning needs assessment or needs identification and conducive learning climate creation (Dewi & Primayana, 2021; Lestari, 2021; Nurjanah, 2016; Rahmat & Ridwan, 2020).

2. Implementation of an Andragogy Learning Approach at an Open High School

Based on observations, interviews, and collected data, it was determined that the Open High School's implementation of learning utilized the andragogy in education theory. The first characteristic is that the teacher or tutor prepares students' minds for new lessons by providing a concise explanation of the

prerequisite knowledge or previously learned material that is closely related to the new material. The civil service instructor, for example, will not introduce new material until the previous material has been completed. The second is reinforcement and learning motivation. Motivation to learn is always provided because the primary purpose of education at SMA Terbuka is to serve as the foundation of their existence, enabling them to acquire the same knowledge and skills as regular SMA Induk students. Next, process the conditions (requirements). For instance, reviewing material with queries and drawing attention to it. This theory connects learning and learning activities to students' requirements, processing learning materials as competition material between individuals, groups, and rows. The implementation of learning at SMA Terbuka PGRI 31 Pangalengan differs marginally from that of conventional schools in terms of the number of learning hours and the instructional method employed. Andragogy is the learning approach utilized in open high schools. Observations and interviews with the principal of SMA Terbuka revealed that the learning process began at noon in the regular school building, namely the building of SMA PGRI 31 Pangalengan, which became SMA Terbuka's parent school. Additionally, study hours at SMA Terbuka are shorter, with only three subjects per day and thirty-five minutes per subject. The curriculum is identical to that of the parent school, which employs the 2013 curriculum for seventh grade and the KTSP curriculum for eighth and ninth grades. The learning hours have not been correctly implemented, as some students receive only one subject per day, so they have not had sufficient study time. This is since the number of teachers outside the school is high, and there is no alternative to occupy the empty class hours. When students enter school during the day, not all instructors are present. Only instructors who taught classes during the day remained in the school. Consequently, students frequently abandon class early. Learning remains unidirectional or teacher centered.

According to the interview with the teachers, not all students are present during the implementation of learning with andragogy approach. The preponderance of attending and actively participating students were female. This is since pupils have other obligations, such as work. Implementing student discipline is extremely difficult since students frequently miss school for a variety of reasons and are extremely active outside of school. To assure this, the school visited each student's home. Home visits are conducted to determine whether students who miss school are employed, ill, or simply at home. Teachers at SMA Terbuka are also teachers at the parent school, SMA PGRI 31 Pangalengan, and there are no special requirements for prospective teachers to become teachers at SMA Terbuka. Teachers can organize the classroom environment so that the desired outcomes are attained. Teachers have strategies and methods for delivering content, just as they do when instruct. Methods that can be utilized in teaching and learning activities include lecture, demonstration, discussion, question-and-answer, and drill techniques. High school instructors use the lecture method with the aid of an LCD and assign numerous assignments and exercises to help students better comprehend the material. However, strategies and methods of learning are not necessarily appropriate for learning at that time because a significant number of students do not comprehend the material being taught. Sometimes, students do not comprehend the teacher's explanation of the material being taught. If the teacher explains the material solely through lectures, students feel less understood because the teacher's methods are less diverse. Teachers use discovery methods, simulation activities, games, and competitions occasionally. The lecture method is highly effective and appropriate for imparting difficult-to-practice material. The large number of students at SMA Terbuka and the need for direct face-to-face interaction between teachers and subjects necessitate the direct delivery of instructional material. Similarly, educators can directly observe the subject's engagement with the material. The teacher or tutor intersperses the

question-and-answer method (lectures and demonstrations) with the question-and-answer method so that students do not become bored while receiving the material and so that they can determine whether their level of subject comprehension has increased. Teachers in the civil service also employ demonstration techniques when delivering material requiring practice, so that students are better able to comprehend the material. Simulation as a teaching method is a means of presenting learning experiences by simulated situations to comprehend certain concepts, principles, or skills. The simulation technique is typically selected by the tutor when learning can be accomplished through simulation.

The andragogy approach, which emphasizes the learner's active participation in the learning process, appears to have been utilized in curriculum planning and implementation. This is in line with previous research findings on andragogy implementation that the teachers' role as learning facilitator and the students need to be more involved in the learning process (Meliana, 2020; Nisa et al., 2019; Sufirmansyah, 2023; Yusri, 2013). Teachers in SMA Terbuka create instructional materials that emphasize learning objectives and analyze the materials prior to submission, considering the unique characteristics of each student. This is a crucial step in the andragogy methodology because it helps bridge the gap between the taught material and the learners' experiences and learning requirements. Additionally, the implementation of this strategy demonstrates a commitment to fostering a conducive learning environment. The mental preparation, reinforcement, and learning motivation of the students are integral components of this method. Challenges arise, however, in the form of learning that tends to be teacher-centered and lacks learner participation. Even though the andragogy approach emphasizes independent learning and active participation, this study suggests that more effort is required to encourage increased participation and involve students in the learning process.

3. Evaluation of Learning Using an Andragogical Approach in Open High Schools

Adult education evaluation is the process of determining the quality or worth of the work of an educator or counselor in adult education (Dewi & Primayana, 2021; Nurjanah, 2016; Rahmat & Ridwan, 2020). The teacher or tutor administers evaluations in the form of queries and answers, discussions, tests, and portfolios. Evaluation is not based solely on written work, but also on observations of the development of student learning achievement. Students' final grades, graduation rates, and both academic and non-academic accomplishments provide evidence of learning outcomes. Student learning outcomes are indeed inferior to those of traditional institutions. The obtained value is less than KKM, which is 75. To counteract this, teachers always provide KKM, or grade-level remediation. Since SMA Terbuka PGRI 31 Pangalengan is already ICT-based, so are its tests, assessments, and evaluations. The principal and instructors of SMA PGRI 31 Pangalengan make various efforts, including providing motivation, assigning work, boarding programs, adding subjects, group study, and peer tutoring. In addition to the efforts that have already been made, the school will plan additional initiatives to continue enhancing student learning outcomes. The school also intends to perform SKL surgery on ninth-grade students to enhance their learning outcomes. According to the evaluation, the learning outcomes of students are still below those of conventional institutions. This demonstrates that the application of the andragogy approach can be enhanced. Despite efforts to improve learning outcomes, such as remediation, increased motivation, additional assignments, and boarding programs, this study suggests that additional strategies may be necessary. This study demonstrates that andragogy has the potential to benefit students in Open High institutions. However, the implementation of this strategy must incorporate more effective strategies for engaging students in the learning process and enhancing their learning outcomes. This may necessitate additional research and the development of evidence-based strategies.

D. CONCLUSION AND RECOMMENDATION

This research concludes that an andragogy-based approach was employed to facilitate learning at SMA Terbuka, as exemplified by a case study conducted at SMA PGRI 31 Pangalengan. The key components of this approach encompass thorough

planning and execution, along with continuous assessment. In this system, civil service tutors or teachers design lesson plans that prioritize learning objectives, assess instructional methods before presenting material, and take into account student characteristics. The aim is to ensure effective learning while accommodating the diverse needs and circumstances of students. This andragogy implementation includes preparing students mentally, providing reinforcement and motivation for learning, and establishing a conducive learning environment. However, the predominant mode of instruction remains one-way, centered around the teacher. Moreover, student presence and engagement pose challenges, with female students being the majority of attendees. Various teaching strategies and methods, such as lectures, demonstrations, discussions, questions, and exercises, have been employed in the classroom. Assessment methods vary, including Q&A sessions, group discussions, examinations, and portfolios. Nevertheless, the learning outcomes of Open High School students tend to be lower compared to traditional schools. Efforts to enhance learning outcomes encompass remediation, motivation, assignments, residential programs, additional subjects, group study, and peer tutoring. This study underscores the importance of andragogical strategies in unconventional educational settings like Open High School. However, challenges in implementation, such as student participation and learning results, necessitate ongoing and innovative solutions.

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